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ABSTRACT

This final report discusses objectives and proceedings of the Andean Studies Institute held during the summer of 1972 and sponsored by the Center for Latin American Studies. Methods and activities undertaken in the pursuit of the program objectives are described. It is suggested that future language-study institutes be combined with area-studies courses. Area studies programs are considered to be successful in motivating students to continue learning a second language. (RL)

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FINAL REPORT

to

The National Endowment for the Humanities

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Project Title: "CULTURAL CONFLICT AND INTEGRATION IN THE ANDES"

Period: March 1, 1972 - September 1, 1972

Project Director: Christina Bratt Paulston

offered by the
Center for Latin American Studies

in collaboration with
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sponsored by the
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and
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prepared by

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BACKGROUND

In the summer of 1972 the Center for Latin American Studies, University of Pittsburgh, offered an Andean Studies Institute with two major components. One was the intensive training of Quechua and Aymara[1]. The other, reported herein, was the area-study course on Cultural Conflict and Integration with special reference to the countries where the two indigenous languages are spoken, Bolivia, Ecuador, and Peru.

The area-studies program offered by the International and Development Education Program as a summer-session course sought a number of objectives. Some of these were intended to strengthen the language training component while others aimed at more general concerns. Among the former, the course sought (1) to familiarize students with the socio-cultural setting of the Quechua and Aymara speaking peoples and (2) to assist students planning fieldwork in the area with their research designs, doing so from an interdisciplinary perspective. Among the latter, we attempted (1) to strengthen and increase human resources in the United States with specialized knowledge on culture change processes in the Andean countries and (2) to help develop and refine an interdisciplinary conceptual framework for describing and explaining cultural conflict and integration in universal terms.

[1] 1972 Summer Intensive Language Program: Quechua and Aymara, June 13 to August 11, 1972, by the United States Office of Education.

PROJECT ACTIVITIES

The method used to pursue these objectives consisted of: (1) public lectures, (2) closed seminars, (3) the presentation of audio-visual materials, and (4) informal social interchanges. These activities are set forth in the attached Appendix A.

Five public lectures open to the University community as well as the institute participants focused on critical issues and problems in the study of culture conflict and culture change phenomena in Andean America. These presentations by leading scholars were so well attended that it was necessary to move to a larger hall (See Appendix B). The Center for Latin American Studies at the University of Pittsburgh actively supported the lectures and helped greatly to make them known to the University of Pittsburgh's Latin American Studies community (See Appendix B.).

In addition to their Tuesday-evening lecture, visiting scholars also led a research seminar on Wednesday mornings. These sessions enabled institute participants to question and utilize the field experiences of specialists in a variety of disciplines.

Wednesday afternoons were devoted to seminar presentations by Pitt faculty with Andean study interests; to summarize, critique, and discuss presentations; and to work on student research designs for proposed Andean-area studies.

RESULTS

All activities listed in Appendix A took place as planned, and considerable progress was made towards accomplishing course objectives. Supporting evidence in this regard may be seen in the fact that: (1) all activities were well attended and of high academic and professional quality, (2) attendance and interest remained high throughout the course, and (3) students responded in a generally favorable manner to a course evaluation form completed at the end of the Institute (See Appendix C). Strong aspects of the course were generally seen to be (1) the opportunity to interact with leading specialists on problems of research design, methodology and ethics and (2) to take a broad multidisciplinary view of culture change processes. Criticism centered for the greatest part on problems of course administration, the lack of relevance in some presentations, and the somewhat tight schedule of activities.

It is, I believe, fair to judge the course as a moderate success both in accomplishing its major objectives and in demonstrating how an innovative new course on the theme of culture conflict and change can be organized, presented, and evaluated.

STATUS

It is strongly suggested that future language-study institutes be combined with area-studies courses such as the activity reported here. Our experience has indicated that students gain greater understanding and insight into language and culture problems when they are able to view and experience language skills learning as but one vital component of a set of understandings and skills needed for successful fieldwork.

ANTICIPATED DISSEMINATION OF RESULTS

A number of institute participants left directly for the Andean area upon completion of the Institute. Others plan to apply their new language skills and understandings in continued university study and in future research interventions. The 300, or so, people who attended public lectures or films will have benefited in varying degrees, while the faculty participants from the University of Pittsburgh have all expressed approval and support for the area-studies course dimension.

Although there was interest at the outset to collect and present scholarly contributions of the course in book form, this idea was dropped in favor of enhancing the quality of interaction between students and specialists. Nevertheless, several of the presentors plan to publish their lectures in scholarly journals and have promised to give the National Endowment for the Humanities full credit for their financial support and assistance. The first lecture is attached as Appendix D.

ADDITIONAL INFORMATION

Aside from student learning, additional favorable outcomes of the area-studies component might be noted. One certainly has been the contribution of the course in extending the University of Pittsburgh's outreach into the larger community via the Tuesday-evening public lectures. A second might be seen in the considerable amount of faculty time spent counseling students in the course as to how they might re-orient their academic programs as a result of new learning in the course. A third outcome has been to strengthen the University of Pittsburgh's international dimension and involvement in Latin American studies. And lastly, the course helped students, professors, and the attending public in general to better understand the generality of culture change problems, how they might be studied, and the state of the art in this regard today. The course pointed out in a clear manner that the critical study of the human condition anywhere requires the knowledge and tools of both the humanities and the social sciences and the participation of people with widely ranging experiences and points of view.

SUMMARY

From June 19 to August 11, 1972, the Center for Latin American Studies of the University of Pittsburgh offered an area-studies course entitled, "Culture Conflict and Integration in the Andes". Attended by some 20 participants of a simultaneous Quechua-Aymara intensive language-training institute, the course was given by the International and Development Education Program in the School of Education. It sought to complement the language training as well as to develop greater understanding of culture-change process and fieldwork techniques. Activities seeking these ends included public lectures by leading scholars in the humanities and social sciences, seminars and the presentation of audiovisual materials, and individual counseling and structured social interaction. Results of a final evaluation indicate that the area-studies component was generally viewed as a desirable optional element in the language-training institute.

ATTACHMENTS

See Appendices A, B, C, and D.